

The parents of Wake County Public Schools need to know what is taking place in their child's classrooms and how the school district took steps to cover it up and mislead parents. The Stick Figure with the room categorizing lesson began last year in Ms. Wilson's English Class. It was expanded this year with The Diversity Inventory worksheet hand out.

Ms. Wilson received complaints last year regarding the Stick Figure Lesson accompanied by the station categorizing, parents complained and were told The Stick Figure Lesson was taught by Ms. Wilson and other teachers throughout the district. Parents were told by Mr. Lyons that it would continue to be taught but that the lesson would be "modified" to be more sensitive to student's privacy.

The students **did not** do the lesson "privately" but as a whole in the classroom. The Stick Figure papers **were collected** by Ms. Wilson breaking Federal Privacy Laws.

Moving to this school year (2019-20), Ms. Wilson assigned both the Stick Figure and the Diversity Inventory worksheet both were completed and collected by Ms. Wilson. Parents again complained regarding the stick figure and now the Diversity Inventory Worksheet. They were told that the Diversity Inventory Worksheet was not part of the curriculum but the diversity lesson was.

Parents have learned since the initial incident with Ms. Wilson that another teacher at Heritage High School did a similar assignment asking students to label themselves and exposing their answers by making students stand under labels posted around the classroom. Ms. Lowe, another 10th grade English teacher, conducted this assignment.

The parents involved have tried to get accurate information regarding this worksheet, the lesson and how it related to coursework in the English class, but we have yet to receive an answer that is complete or truthful.

What parents have received was very questionable information from the teacher, principal, and district that shows that information may not be accurate. Parents have noticed several inconsistencies in what we were told by the school regarding both the Stick Figure exercise and the Diversity Inventory Worksheet exercise. Here are a couple of examples:

Example1: per Principal Lyons email to parents on August 29th, the Diversity Inventory worksheet was not part of the curriculum and was removed. We have since received the lesson plan for Ms. Wilson's class on the date in question, and it clearly shows it WAS part of the lesson plan.

English II Honors Lesson Plan; Fall 2019

<p>Class: English II Honors</p> <p>Essential Question(s)/Lesson Objective</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What English topics and concepts are we strongest/weakest in? • How is identity both personal and communal? • How much of one's identity is the result of cultural understandings versus individual choices? • What is the significance of multiculturalism and diversity in our own lives? <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Assess students prior knowledge of English topics and concepts. • Establish a safe classroom environment and classroom culture. • Preview curriculum thematic topics. • Develop understanding that identities that will be used as lenses for analyzing the course literature (connecting prior experiences/knowledge to text) • Increase student awareness of diversity in the classroom and course texts. 	<p>Date: 8/28/19</p> <p>NC Standard Course of Study Goals:</p> <p>Multiple Choice Pre-Assessment:</p> <ul style="list-style-type: none"> • NCSoS.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • NCSoS.RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • NCSoS.RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • NCSoS.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone. • NCSoS.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise. <p>"Diversity Inventory" Activity:</p> <ul style="list-style-type: none"> • NCSoS.RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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Example 2: Ms. Wilson claims at no time were the students asked to reveal this very private information out loud.

We have since received a copy of a PowerPoint presentation from lesson plan dated 8/27/19, in which the students were to draw a stick figure of themselves, answer the questions in the PowerPoint then as it states on page 21 of the PowerPoint **“Now, we will go through the same statements. This time, you will move around the room to each station based on how you answered.”** Here are some of the questions:

Statement #1: The part of my identity that I am most aware of on a daily basis is?

Statement #2: The part of my identity that I am least aware of on a daily basis is?

Statement #3: The part of my identity that was most emphasized in my family growing up was?

Statement #4: The part of my identity that garners the most privilege is?

Statement #5: The part of my identity that I believe is the most understood by others is?

Statement #6: The part of my identity that I feel is difficult to discuss with others who identify differently is?

Statement #7: The part of my identity that I would like to explore further is?

Identity Activity, Part 3

Now, we will go through the same statements. This time, you will move around the room to each station based on how you answered.

Example 3:

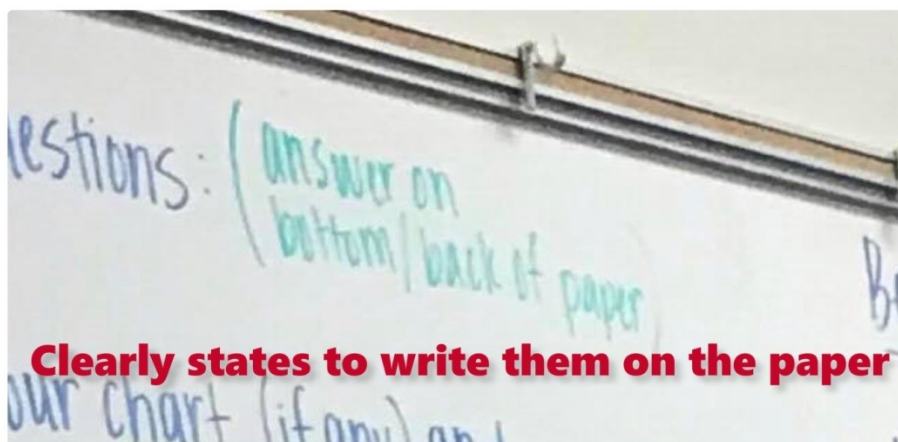
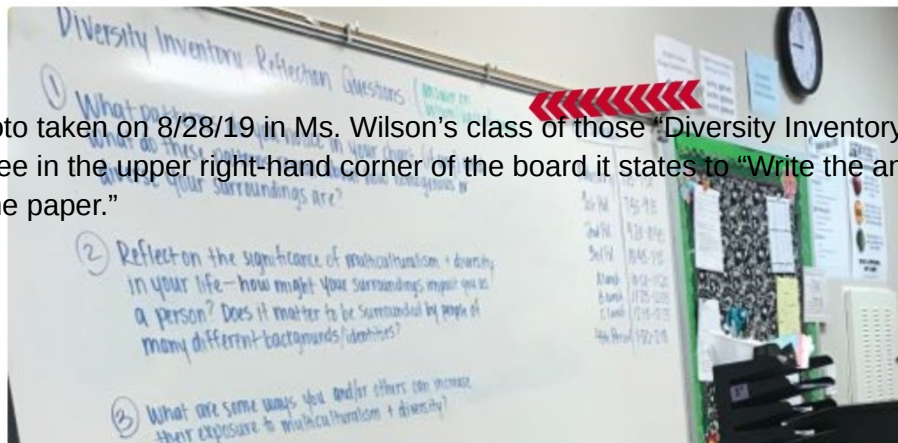
Ms. Wilson claims that the only reason she collected the Diversity Inventory worksheet was because the students had answered “Exit Questions” on them. Now making the assumption she misspoke and meant to say the “Diversity Inventory Reflection Questions”, as stated in the received Lesson Plan for 8/28/19.

Name: Melissa Wilson

Unit Title: Intro Unit/Home and Family

	<ul style="list-style-type: none">• NCSos Anchor Standard RL.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.• NCSos Anchor Standard RIT.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.• WCPSS High School English Curriculum Framework
Key Vocab/Concepts: <ul style="list-style-type: none">• culture/identity group• identity• age• race/ethnicity• gender• sexual orientation• religion• socioeconomic class• ability• country of origin• veteran status	Formative/Summative Strategies: <ul style="list-style-type: none">• Diversity Inventory Reflection Questions: (Written on the board)1. What patterns do you notice in your chart (if any) and what do these patterns reveal about how homogeneous or diverse your surroundings are?2. Reflect on the significance of multiculturalism and diversity in your life--how might your surroundings impact you as a person? Does it matter to be surrounded by people of many

Please see a photo taken on 8/28/19 in Ms. Wilson's class of those “Diversity Inventory Reflection Questions” you can clearly see in the upper right-hand corner of the board it states to “Write the answers on the bottom/back of the paper.”



She clearly states in the received Lesson Plan for 8/28/19 she will be collecting the those “Diversity Inventory Reflection Questions,” why would she have the students write the answers to those questions on the Diversity Inventory worksheet if she did not plan on collecting the worksheet.

Class Opener: Activate Prior Experience & Knowledge /Pique Interest/Preview Vocab (3-5 min)

Explain to students that today we will be taking a multiple choice pre-assessment (Released NC English II EOC), then expanding on the diversity activity conducted the previous day. When students are finished taking the multiple choice pre-assessment, they will work independently to complete the “Diversity Inventory” handout, then answer reflection questions about the exercise.

Preface the “Diversity Inventory” activity by indicating that if at any point during the period a student feels uncomfortable, they do not have to participate in the activity (the activity is not graded). Inform students that the purpose of the activity is for students to continue expanding their thinking about these identities to consider their cultural surroundings (how they identify in relation to other people typically around them). These identities will be used as lenses for analyzing the course literature, as in keeping with the WCPSS High School English Curriculum Framework.

Emphasize that students will not turn the “Diversity Inventory” in, but will turn in the processing questions about the exercise. **

******This activity was only conducted in one class period. When I conducted this activity, I collected sheets from 14 students because they wrote their answers to the “Exit Ticket” on the backs of the Diversity Inventory sheet. I failed to reiterate the expectations established the previous day--that students were not required to write anything they were not comfortable writing. The intent was not to collect private information, but to assess what students got out of the exercise (processing questions). At NO time were students asked to share any information on the “Diversity Inventory” out loud to the class. If I had had the opportunity to repeat the activity in another class period, I would have had students write the answers to the processing questions *on a separate sheet of paper*. The handout was returned to students the following day.

There are several more inconsistencies in the report we received. We as parents were lead to believe this was a rogue teacher, but this clearly was not the case as evidenced by Ms. Lowes PowerPoint presentation and the stick figure exercise having occurred in her class as well.

Ms. Wilson, Ms. Lowe, and the officials both at Heritage High and the Wake County Public School district broke federal student privacy law with the continued use of these lessons.

(<https://www.law.cornell.edu/uscode/text/20/1232h>).

Though school and the teachers broke federal student privacy laws, no one employed by Wake County Public Schools has taken any action against these teachers. No employee with Wake County schools has given advice about grievance options to the parents nor has the district attempted to make whole the students violated by these assignments other than to assure us that “it won’t happen again.”

Therefore, given the above issues, and the failure of the Wake County Public School District and Heritage High School to alleviate our concerns regarding protecting our child’s privacy and securing the best public school education available to them by our government, we, the parents of Heritage High School students, are left with no other choice but to pursue options outside of the school district, legal or otherwise, to rectify the problem.